



NOVA EDUCATION CENTER

740 Diablo Avenue, Novato, CA 94947 • (415) 897-4218

Rich Nies, Director

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Nova Education Center (Indep. St.) at 415-897-7653.

Mission Statement

NOVA Independent Study is committed to assisting students and parents in designing individualized learning programs that are aligned with state and district standards. The NOVA program empowers students by encouraging them to pursue their interests as an integral part of their school curricula, resulting in an individualized education that is broader and deeper than it would be in a traditional setting. When students are part of the education planning and design process, they are motivated, they take the initiative for independent investigation, they assume responsibility, and they make connections between what they learn and the real world.

School Profile

NOVA Independent Study School, the Novato Unified School District's K-12 independent studies program, facilitates standards-based individualized instruction for self-motivated and self-directed students in grades K-12 and their families. NOVA Independent Study School is located at 740 Diablo Avenue, Novato, CA, at the eastern end of the Hill Middle School campus. The school's central location allows NOVA students to co-enroll in classes and participate in sports and performance programs at one of the two district comprehensive high schools. Admission is voluntary and limited to students who qualify based on an application and an interview with the lead teacher. Applications can be requested and submitted through the NOVA school office, by phone at (415) 897-7653, by fax at (415) 897-5603 or on the school web site at <http://nv.novanusd.org/>. An inter-district transfer is required for students who do not live within the school district before they can be accepted into this unique program. Students, who range from kindergarten to twelfth grade, meet in the school's individualized setting with an assigned teacher.

NOVA Independent Study School is accredited through the Western Association of Schools and Colleges (WASC). The six-year term of accreditation granted in 2004 expires on June 30, 2010. The WASC midterm review in May 2007 approved the path the school is following.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.3%
American Indian	0.0%
Asian	11.4%
Caucasian	70.9%
Filipino	0.0%
Hispanic	12.7%
Pacific Islander	0.0%
Multiple or No Response	3.8%

Parent Involvement

NOVA presents a unique opportunity for parents to participate in their child's educational process. Because of the nature of the program, parents are encouraged to become partners in their children's educational program. Parents are encouraged to be present at all elementary and middle school sessions with the teacher. Parents are also welcome to participate in the NOVA Site Leadership Team, which meets the second Thursday of every month to discuss and implement ideas relating to all areas of the independent study program. Parents are also welcome to attend Back to School Night.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Program

During the 2006/07 school year 79 students were enrolled at Nova Education Center (Indep. St.), of which 6.3% were English Learners, and 3.8% were socioeconomically disadvantaged.

Discipline & Climate for Learning

NOVA Independent Study School is committed to assisting students and parents in designing individualized learning programs in a personal, informal environment. It is our goal to empower students to take ownership of their education by encouraging them to declare or discover their interests and allowing them to pursue those interests as an integral part of their school curricula. It is our belief that when students are part of the educational process they are motivated and are able to see the relationship between what they are learning in books and in the real world. It is our intention that upon graduation from high school, NOVA students are expected to be able to:

- Express ideas clearly, creatively, and effectively
- Design, evaluate, prioritize, and implement appropriate solution strategies
- Live with integrity, exhibit social responsibility, and respect values of others
- Consciously proceed on the path toward knowing oneself and understanding humanity
- Possess the academic background to pass the California High School Exit Exam

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	2		1
1st		2	1
2nd	2	2	1
3rd	2	2	2
4th	3	1	1
5th	2	2	
6th	2	4	3
7th	4	4	4
8th	6	5	8
9th	9	10	6
10th	15	11	12
11th	22	21	15
12th	28	24	25

Students are recognized in the monthly newsletter, as student of the month in the Marin Independent Journal (one student a year), as finalists in the annual Laws of Life essay contest and at promotion and graduation ceremonies. Additionally, NOVA coordinates with local agencies to award scholarships for post-secondary opportunities.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	0	0	935	959	1446
Suspension Rate	0.00%	0.00%	0.00%	11.96%	12.06%	17.87%
Expulsions	0	0	0	25	33	32
Expulsion Rate	0.00%	0.00%	0.00%	0.32%	0.41%	0.40%

Class Size

NOVA Independent Study operates primarily on a one-to-one teacher to student ratio. Each student meets for one hour per week with his/her teacher. Additionally, students have the opportunity to participate in small classes for math and science. Small class size usually ranges between 5-10 students.

Class Size Distribution									
Average Class Size	Classrooms Containing:								
	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07
By Grade Level									
1st	-	-	3	-	-	1	-	-	-
3rd	-	-	3	-	-	1	-	-	-
By Subject Area									
English	16	21	11	7	3	9	1	2	-
Mathematics	10	14	13	5	3	3	-	-	1
Science	12	13	12	3	4	4	1	-	-
Social Science	20	15	11	4	5	7	1	1	-

Safe School Plan

Safety of students and staff is a primary concern of NOVA Independent Study. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was written in conjunction with Hill Middle School (both campuses share the same property) and last reviewed and updated in the fall of 2006 by the Site Leadership Team. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by staff. Visitors are welcome after checking in with the NOVA office manager.

School Facilities

NOVA is in the third year back on the Hill Middle School campus after a number of years in the school district office. The program consists of an all-purpose meeting/computer room (used for meetings, testing, and as a student library/lounge), two classrooms, three small meeting rooms, one office, one conference room, a kitchen, restroom facilities, and a parking lot. The facilities are clean and ideally suited for the numerous components of independent study. NOVA works in conjunction with the custodial team from Hill Middle School. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a healthy and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and grounds crews ensure that repairs are completed to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. During the 2006/07 school year, the district contribution to deferred maintenance was \$295,496 which is 0.50% of our budget.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 4-17-2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Nova Independent Study. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, a certificated staff member assumes the role of substitute.

At Risk Interventions

NOVA provides small classes in science and mathematics for those students who wish additional help. Intersession courses are offered during summer in conjunction with the Novato Unified School District Summer School Program when necessary. CAHSEE intervention courses are also offered in conjunction with Novato High School and San Marin High School.

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, NOVA Independent Study School had six (4.3 FTE) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	5	4	6	416
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	0.00%	0.00%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

School Leadership

NOVA Independent Study offers an enriched, academically challenging program based on the state standards and district-adopted programs. Teachers differentiate the curriculum to meet the unique learning needs of their students including English language Learners, Gifted and Talented, and special education students.

The format for accomplishing the student's program is in a one-hour meeting each week involving the student, teacher and sometimes the parent. High school students can also attend an additional hour for instruction in mathematics from a credentialed math specialist. In the case of students under the age of fourteen, the parent is encouraged to be involved in the planning, be present at meetings, and provide supervision for the student at home. During the one-hour meeting, a discussion of what the student has completed during the prior week is followed by a discussion of what is coming up for the next week as the specific plan is devised. Occasional 1) written or oral pre-tests, 2) post-tests, or 3) other forms of assessment are used to determine a student's mastery of information.

Usually there is some dialogue between the teacher/parent/student regarding academic progress, issues, concerns, and about how the student is proceeding on their individualized academic plan. Other acceptable assessments can be video animations, musical presentations, or any project that is creative, appropriate, meets state and district standards and is approved by the student's NOVA teacher.

NOVA students are expected to participate in state STAR testing and all potential high school graduates must pass the California High School Exit Exam in English/language arts and mathematics in order to receive a high school diploma. NOVA students participate in visual/performing arts related field trips and participate in various performing art activities: Marin Ballet, Dance Theater Seven, San Francisco School of Ballet, etc.

Parents are also welcome to participate in the NOVA Site Leadership Team. The Site Leadership Team meets the second Tuesday of every month to discuss and implement ideas relating to all areas of the independent study program. Parents are also welcome to attend Back to School Night in September and Open House in March.

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. For the past three years, the district has dedicated three days annually to staff development. In addition to participating in Novato Unified School District staff development, NOVA staff regularly attends semi-annual conferences hosted by the California Consortium for Independent Study. Staff has also visited other independent study programs in the state to observe best practices.

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program. During the 2006/07, curriculum program additions included: adoption of new 9-12 History Social Science Programs; adoption of grade 11 English Anthology; approval for 9-12 sheltered English classes; approval for purchase of supplementary materials for the English Learner program.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Nova Education Center (Indep. St.) is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2006-07 Test Results			
	5th Grade	7th Grade	9th Grade
School			
School Overall	N/A	*	*
School (Boys)	N/A	*	N/A
School (Girls)	N/A	*	*
District			
District Overall	31.3%	48.5%	53.7%
District (Boys)	25.9%	44.2%	51.6%
District (Girls)	36.9%	52.8%	56.6%
State			
State Overall	24.6%	29.4%	29.3%
State (Boys)	22.4%	27.2%	30.1%
State (Girls)	26.9%	31.8%	28.4%

Dropout & Graduation Rates

The staff of NOVA Independent Study believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the staff individualizes students' assignments within the State Standards and district curriculum. When students are allowed to tailor their learning to their interest, they tend to be more successful. In addition, if necessary, students can co-enroll in adult ed, comprehensive high school and college courses. Because independent study requires maturity and self-motivation, students who are in danger of not graduating are usually counseled into other more appropriate educational options.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.00%	1.35%	7.58%
Graduation Rate	97.70%	95.50%	93.10%

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		2		3		4		5														
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07									
All Students																											
School	* 0		* 0 0		* 0		* 0		* 0 0		* 0		* 0		* 0												
District	58	61	64	51	56	54	70	66	67	67	66	63	71	69	67	68	70	70	75	71	71	62	66	61	50	56	57
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	*		*		*		*		*		*		*		*												
District	57	55	58	43	53	50	69	60	69	64	63	59	72	70	67	65	72	70	75	69	74	61	66	57	53	58	57
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	*		*		*		*		*		*		*		*												
District	58	67	70	60	57	59	72	72	65	70	69	67	71	68	66	70	69	69	74	74	69	63	67	65	46	53	57
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Caucasian																											
School	*		*		*		*		*		*		*		*												
District	67	73	75	65	65	68	83	79	80	77	78	76	80	78	76	78	78	79	86	81	83	70	77	73	58	68	73
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Language Arts																											
	6		7		8		6		7		8		8														
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07												
All Students																											
School	* 0 0		* 0 0		* 0 0		* 0 0		* 0 0		* 0 0		* 0 0														
District	61	60	63	63	67	68	64	65	60	63	62	60	63	62	57	60	58	62	62	63	58						
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	34	35						
Males																											
School	*		*		*		*		*		*		*														
District	58	57	62	55	61	64	59	58	52	64	61	63	59	60	60	59	58	65	62	62	56						
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36	36						
Females																											
School	*		*		*		*		*		*		*														
District	65	63	64	72	75	72	70	72	70	61	61	58	67	65	55	62	59	60	64	64	61						
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	31	33						
Caucasian																											
School	*		*		*		*		*		*		*														
District	74	70	73	72	80	76	75	74	75	75	70	70	72	74	67	70	71	71	71	71	70						
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	51	52						
Language Arts																											
	9		10		11		9		10		11		11														
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07												
All Students																											
School	* 0 0		53 20 0		33 65 33		32 0 0		15 59 19																		
District	60	61	66	49	52	53	54	47	53	50	47	44	54	52	50												
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35												
Males																											
School	*		*		33		*		*																		
District	54	55	60	41	45	46	47	41	46	52	48	45	54	52	52												
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37												
Females																											
School	*		54		27 67		31		13 53																		
District	66	68	76	59	60	59	61	54	60	49	45	42	54	52	48												
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33												
Caucasian																											
School	*		64		33 71 43		36		25 63																		
District	73	75	76	56	65	64	58	53	64	58	57	54	59	57	60												
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48												

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. NOVA also offers the PSAT to interested sophomores and juniors in the school and the community.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/

Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	28	3.6%	0	0	0
05-06	24	20.8%			
06-07	25	20.0%	548	518	546
District					
04-05	552	0.53%	537	549	0
05-06	583	0.55%	530	542	536
06-07	629	0.55%	532	539	530
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	3	6	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	-49	50	31	741
N/A - Means a number is not applicable or not available due to missing data.				

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	67.1	49.0	*	69.9	51.1	*	64.6	48.6
Mathematics	*	66.3	45.2	*	64.4	46.8	*	67.6	49.9

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	100.0%	88.0%	*
Hispanic	100.0%	92.0%	*
Caucasian	100.0%	97.0%	*

* Statewide data was not available at the time of publication.

UC/CSU Course Completion

Students at NOVA Independent Study are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'. Students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
48.3%	7.4%

* Duplicated Count (one student can be enrolled in several courses).

Counseling & Support Staff

It is the goal of NOVA Independent Study to assist students in their social and personal development as well as academics. Core teachers also serve as academic counselors. The lead teacher provides college counseling support through the college and career center library. NOVA offers the PSAT to interested sophomores and juniors in the school and the community.

Advanced Placement Classes

NOVA Independent Study encourages students to continue their education past high school. NOVA Independent Study offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006/07, one student took an AP exam and that student scored a "3" or better.

English Language Learners

NOVA Independent Study offers English Language Learner (ELL) students assistance through the use of Rosetta Stone software and supplementary materials that are part of adopted textbook adoptions.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	10
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table at right displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Library Information

The school's library provides an extensive variety of reference and special interest materials in addition to hundreds of educational and recreational books.

Computer Resources

Each NOVA teacher has a computer that is connected to the Internet. In addition, the computer lab contains has seven computers for student use, all connected to the Internet. Computer skills and concepts are integrated throughout the curriculum, which helps to prepare students for technological growth and other opportunities.

Computer Resources	Computer Resources		
	04-05	05-06	06-07
Computers	23	10	10
Students per computer	4.2	8.8	7.9
Classrooms connected to Internet	2	2	2

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

Instructional Time (includes Minimum days)

For the 2006-2007, NOVA Independent Study offered 183 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English Language Development	Ballard & Tighe	2000	Yes
6th-8th	English Language Development	Hampton Brown	2001	Yes
K-5	English Language Development	Hampton Brown	2000	Yes
6th-8th	English Language Development	Heinle & Heinle	2000	Yes
K-8	English Language Development	Longman	2000	Yes
9th-12th	English Language Development	Longman	2000	Yes
K-5	English Language Development	Scott Foresman	2003	Yes
4th-8th	English Language Development	Sopris West	2006	Yes
K-8	English/ Language Arts	Great Source	1998	Yes
9th-12th	English/ Language Arts	Great Source	2003	Yes
12th	English/ Language Arts	Harcourt	2003	Yes
9th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes
4th-5th	English/ Language Arts	Houghton Mifflin	2003	Yes
7th-8th	English/ Language Arts	Houghton Mifflin	1998	Yes
6th-8th	English/ Language Arts	McDougal Littell	2003	Yes
K-5	English/ Language Arts	Open Court	2003	Yes
11th	English/ Language Arts	Prentice Hall	2003	Yes
12th	English/ Language Arts	Prentice Hall	2003	Yes
K-8	English/ Language Arts	Sopris West	2006	Yes
4th-8th	English/ Language Arts	SRA/McGraw-Hill	2000	Yes
9th-12th	English/ Language Arts	Warriner's	2003	Yes
9th-12th	Health	Glencoe	2002	Yes
12th	History/Social Science	Glencoe	2006	Yes
8th	History/Social Science	Globe Fearson	2002	Yes
12th	History/Social Science	Holt, Rinehart & Winston	2006	Yes
9th-11th	History/Social Science	McDougal Littell	2006	Yes
K-5	History/Social Science	Scott Foresman - Standards Aligned	2006	Yes
6th-8th	History/Social Science	Teacher's Curriculum Institute	2006	Yes
K-5	Mathematics	Harcourt Brace	2001	Yes
9th-12th	Mathematics	Houghton Mifflin	2002	Yes
9th-12th	Mathematics	McDougal Littell	2002	Yes
6th	Mathematics	McDougal Littell	2001	Yes
7th-8th	Mathematics	Prentice Hall	2001	Yes
9th-12th	Mathematics	Prentice Hall	2002	Yes
K-3	Mathematics	Saxon	2001	Yes
9th-12th	Mathematics	Southwestern	2002	Yes
K-5	Science	Harcourt	2001	Yes
6th-8th	Science	Holt, Rinehart & Winston	2001	Yes
9th-12th	Science	Prentice Hall	2002	Yes

Governing Board Members

During the 2006/07 the Novato Unified was governed by the following Board of Education Members:

- Aaron Brown
- Cindi Clinton
- Ross Millerick
- Jennifer Treppa
- Debbie Butler
- Derek Knell
- Leslie Schwarze

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$85 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning music programs are provided in elementary, middle, and high school

District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,625
From Restricted Sources	\$77
From Unrestricted Sources	\$3,547
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	37.57%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	28.24%

District Revenue Sources

In addition to general state funding, Nova Education Center (Indep. St.) receives state and federal funding for the following categorical funds and other support programs:

Categorical Programs: Federal

- Title II: Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

- Title III: Provides supplemental programs and services for LEP/Immigrant students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

- Title IV: Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

- Title V: Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

Categorical Programs: State

- English Language Learner Program (EIA): Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

- Tobacco Use Prevention Education (TUPE): Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.

- School and Library Improvement Block Grant: Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

- Art and Music Block Grant: Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

- Arts, Music and P.E. Equipment and Supplies Block Grant: Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

- One-Time Discretionary Block Grant: Funding to provide one-time resources to support a variety of uses that sites and districts may select Grants:

- English Language Acquisition Program (ELAP): Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

- skills in the English language and other subject areas.

Parcel Tax Funding:

- A+: Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$36,685	\$38,479
Mid-Range Teachers	\$54,597	\$60,306
Highest Teachers	\$68,706	\$74,193
Elementary School Principals	\$98,933	\$92,985
Middle School Principals	\$105,632	\$98,305
High School Principals	\$116,776	\$107,384
Superintendent	\$155,525	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.2%	40.8%
Administrative Salaries	6.9%	5.7%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2005-06 financial statements.

Average Teacher Salaries	
School & District	
School	\$56,841
District	\$53,951
Percentage of Variation	5.35%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	3.30%

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.